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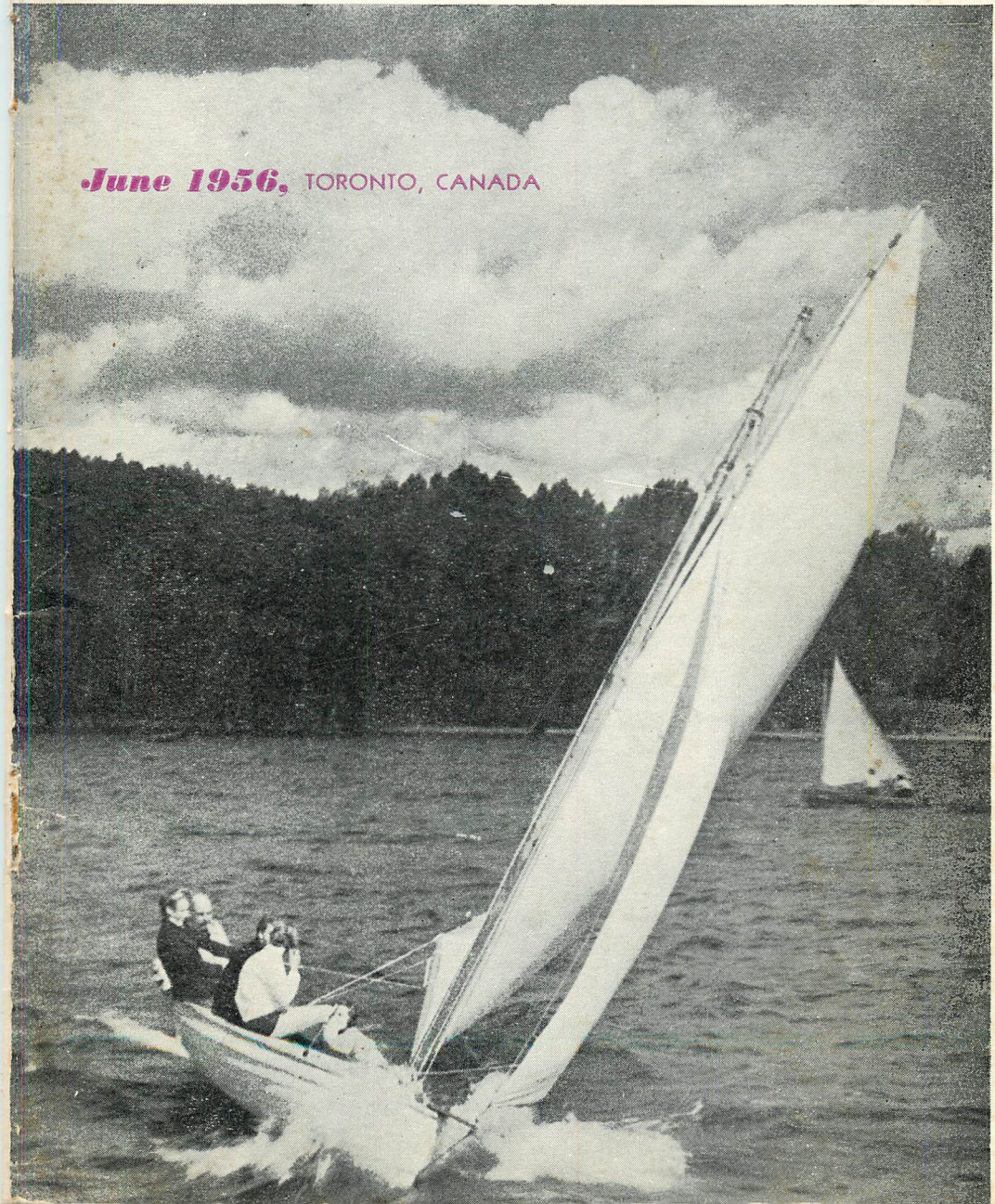
CANADIAN CAMPING



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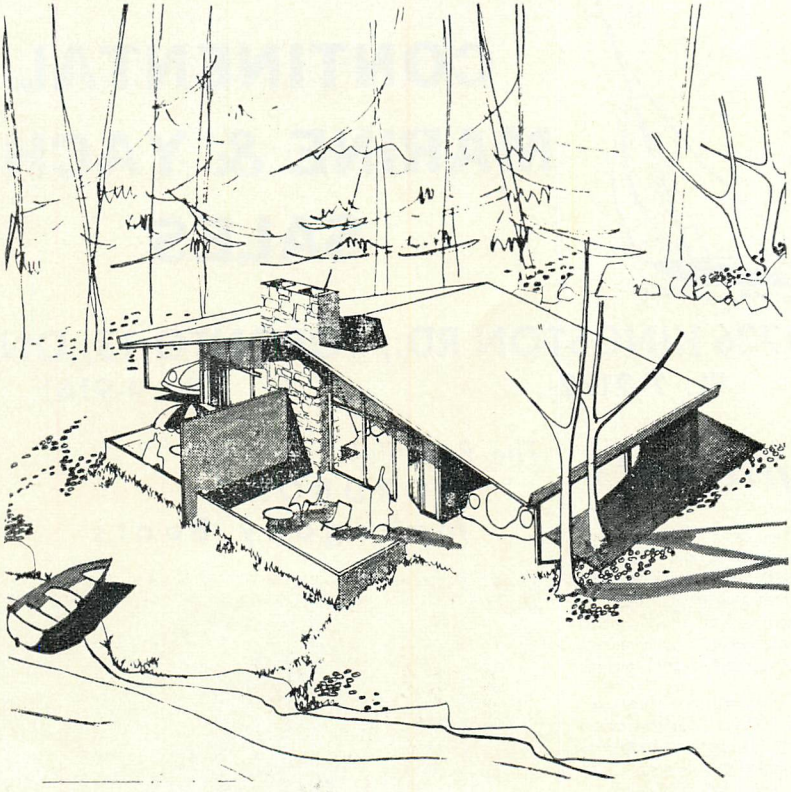

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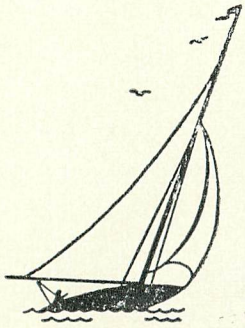

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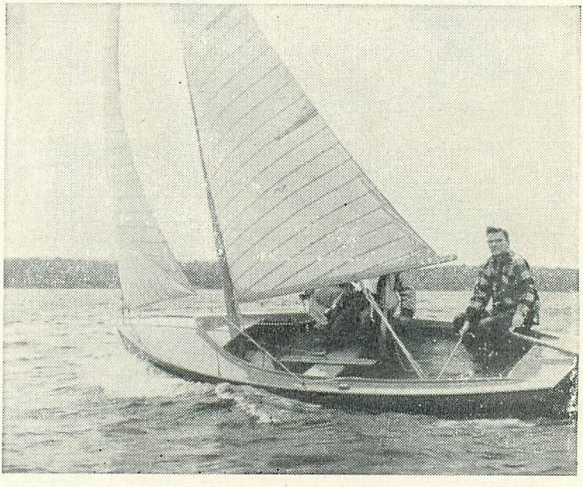

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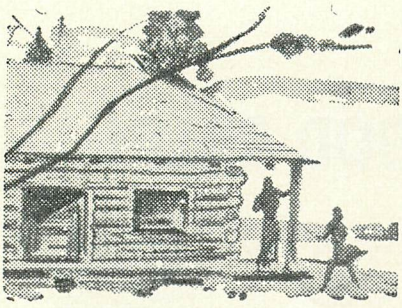

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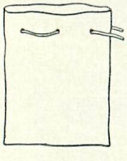

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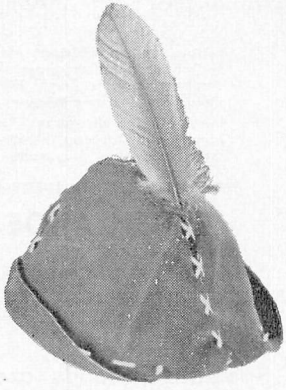

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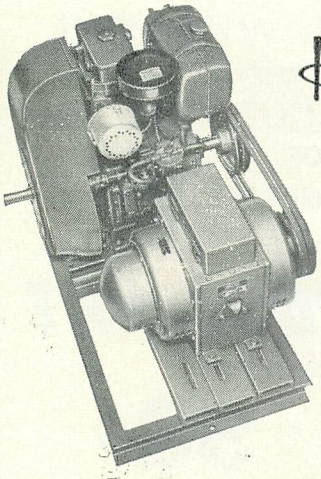

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CANADIAN CAMPING

Vol. 8 JUNE, 1956 No. 4

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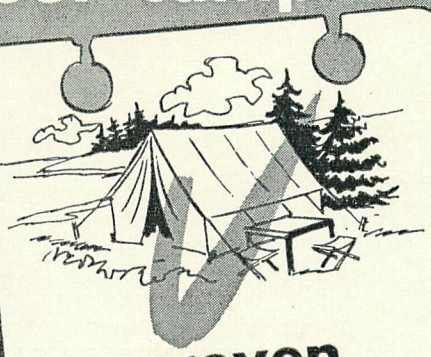

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EDITORIAL

WE BELIEVE . . .

. . . that; . . . through our efforts . . . the personality of each individual child and adult may be genuinely enriched.

Upon this premise, directors in "potential-packed" children's camps from coast to coast are basing their plans for the coming season!

For many, the winter has provided periods for quiet meditation . . . for searching discussion . . . and for careful and unhurried formulation of objectives

Notable among these groups is the program committee of Vancouver Y.M.C.A.'s Camp Elphinstone, who, with Chairman, Lorne E. Brown, and Camp Director, David T. Yard, have developed the following statements . . . stars for charting a straight course towards a fruitful camping summer.

We believe

—that campers should quickly and thoroughly acquire skills in caring for themselves and others. Thus we will provide trained and skilled counsellors and staff insofar as is possible.

—that counsellors should be mature and skilled persons in dealing with and understanding boys. Thus we will raise the minimum age and the qualifications for counsellors as high as possible.

—that campers and counsellors should share in the planning of the camp programme. Thus provision will be made for the campers and counsellors to participate in programme planning.

—that the recreational and educational aspects of camp should be the means to an end, . . . not the end in themselves. Thus all programme will be planned with the idea of what it will do for the individual.

—that parents are important to camp and should therefore be welcomed in the camp setting. Thus Parents' Days will be encouraged in keeping with good administrative procedures.

—that campcraft and naturelore, developed through out-tripping, are the cornerstones of the camp programme. Thus skilled personnel will be made available, out-trip sites procured, and out-trip equipment included and maintained in the camp inventories.

—that crafts as they are related to outdoor living and the camp programme in general, are important. Thus we will provide an adequate shop where materials and tools will be available to campers under trained leadership.

—that games and sports should be part of the camp programme. Thus we will provide an improved campus on which activities can be carried on in a satisfying way, as well as improved recreational equipment and facilities.

continued on page 33

A Public Health Inspector Looks at Summer Camps

By K. E. B. Symons,
Ontario Department of Health

Summer camps vary widely in size, duration, facilities and programme, to encompass pioneer, religious, charitable, and luxury types, with various degrees of intergrading. The aim of all programmes is to train the camper along some line which invariably includes good health habits. Illness and accident are two certain spoilers of the pleasures of summer camping.

Through the medium of the Summer Camp Regulations and periodic camp inspections, the Ontario Department of Health endeavours to guide the camp operator to obtain satisfactory sanitary operations and physical development. Individual development, as opposed to standardization, is promoted.

Operator

In Ontario the summer camp operator is required to hold a license. It is his responsibility to see that the Regulations are observed. The inspector is anxious to conduct the camp inspection with the operator or camp director because this personal contact promotes mutual understanding, constructive discussion, and a better basis for assessing the camp.

Site

The nature of the camp and the proposed programme dictate certain conditions of the site. Briefly, the area should be well drained, and of sufficient size to allow for physical structure and ample playground. Topographic and soil features are very important. A light or sandy soil is desirable since it drains quickly, and facilitates the construction of waste disposal works. The availability of water and accessibility of the site are two other major considerations.

Medical Care

Campers and staff, particlarly food handlers, should have a medical examination prior to or immediately upon arrival at camp. While the initial purpose is to exclude those having communicable diseases, information is also supplied concerning special care required by any camper. Adequate medical care should be conveniently available to the camp. Resident nurses and doctors are hired by some camps with appropriate infirmary facilities. Smaller groups should make a contact with a local physician and provide first aid equipment on the site.

Isolation quarters should be provided away from regular eating and sleeping accommodation.

Water Supply

A safe, adequate water supply is essential. Auxiliary supplies must be potable. Well and spring supplies should be so constructed and protected as to prevent contamination by surface water, splashage, or other means. A dipping vessel is a potential source of contamination. Either a pump or an overflow should be employed. Priming of a pump may also cause adverse analyses.

When water is hauled into camp in auxiliary vessels, chlorination in the dispensing unit is required.

All surface water supplies and adverse ground water supplies must be chlorinated. Whether a commercial chlorinator is employed on a pressure system or batch chlorination in dispensing units, control by the ortho-tolodine test is recommended. A chlorine residual of 0.2 to 0.3 parts per million should be secured when the sample is tested after fifteen minutes' contact between the water and the chlorine. This concentration is sufficient to disinfect clear waters without producing a taste.

A chlorine outfit suitable for batch chlorination of water at a small camp may be purchased from the Ontario Department of Health. Commercial comparators are suggested for control of chlorination in a pressure system. However, a suitable temporary kit is available from the Department.

The submission of water samples for bacteriological analysis prior to and during the camp period is advised. Sample bottles may be obtained from the local Medical Officer of Health, or directly from the Central Laboratory, 360 Christie Street, Toronto, or one of the eighteen Regional Branches or Associated Laboratories throughout the Province.

For dispensing drinking water, a sanitary fountain on a pressure system is ideal. The use of a common drinking cup is not permitted. Single paper service at a covered tap-type dispenser is suggested for camps without a pressure system.

Natural ice should not be employed for direct cooling of drinking water.

Sanitary Facilities

Toilet accommodation should be provided on the basis of one toilet seat for each ten females, and each twenty males, and one urinal for each fifteen males. Flush toilets, septic toilets, and pit, pail or vault privies are all commonly employed. The plumbing of flush toilet systems should comply with the Ontario Plumbing Regulations. Approval of septic tank disposal systems should be obtained from the local Medical Officer of Health.

Buildings housing sanitary conveniences should be of sound construction, well ventilated, and properly fitted with screens and a self-closing door. Pit privies should be deep, dry, ventilated, and tight against flies and rodents. Separate urinals are suggested for boys' camps. Covers are required for toilet seats which must be scrubbed daily with a cleansing or disinfecting solution.

A larvicide should be used in pit privies. A minimum earth cover of nine inches is required when burying night soil.

Ablution Facilities

Specific ablution facilities should be provided at every permanent camp site. These facilities may vary from portable hand basins to ablution tables or huts where a pressure water system is available.

Safe water and sanitary waste disposal should be provided for teeth cleaning operations.

Liquid Waste Disposal

Disposal systems are required for liquid wastes from kitchen, ablution and flush toilet operations. These may be handled individually or collectively. A grease trap should be provided for pre-treatment of kitchen wastes. Assistance in planning septic tank systems is available from the Local or Provincial Health Departments.

Where wet pits are used, these should be of adequate size and fitted with tight covers.

Refuse

Garbage and rubbish may be disposed of by a collection service, burial, incineration, or a combination of these methods. Garbage should be covered immediately upon dumping. Some measures may be necessary to prevent wildlife from feeding on the garbage. Chicken wire will control digging.

Metal receptacles with tight-fitting covers are essential at the kitchen, and throughout the camp area. Separate cans for wet garbage, combustible materials, and rubbish facilitate disposal.

The kitchen garbage cans should be washed regularly and stored in a manner that provides fly protection, and screens appearance.

Sleeping Quarters

Where tents are used, a minimum floor space of thirty square feet per camper is recommended. In cabins, dormitories, etc., a minimum of three hundred cubic feet of air space per camper should be provided. Single beds with minimum spacing for single cots or bedrolls and double decker bunks of eighteen inches and thirty inches respectively are required.

Ventilation and screening are important. Peak ventilation is particularly effective.

Two exits are necessary for accommodation above the ground floor.

Food Control

A review of the Eating Establishment Regulations is advised when planning permanent kitchen and dining room facilities. The construction of the building and equipment should facilitate cleaning and general good housekeeping. Ventilation and screening are important.

Refrigerated storage below 50° F is essential for perishable foods, particularly meat and milk products. Special care must be exercised in the storage and use of left-overs. Only pasteurized milk is permissible in a summer camp.

A minimum programme for dishwashing includes a warm wash and a final chlorine disinfecting rinse. Preferable methods include:

(a) Wash in a detergent solution at 110° F,

(b) Rinse in clear water at 110° F, and—

(c) Sterilize by: (1) a hot water rinse at 170°F for two minutes; (2) a chlorine rinse at 100 p.p.m. for two minutes or (3) a quaternary ammonium rinse at 200 p.p.m. for two minutes.

Test papers for chlorine or quaternary ammonium compounds should be obtained if these products are used. The hot water method with racks permits air drying of dishes. The dishes should be stored in a dust and fly free manner.

Food handlers must be meticulous in their personal cleanliness and habits. Persons with colds, infections, or hand cuts should not handle food.

Bathing

Bathing should be closely supervised. Use of restricted and classified swimming areas are advised. Appropriate life saving equipment should be maintained. In children's camps, an adult trained in life saving procedures should be in charge.

continued on page 46

AMONG OURSELVES

HELEN MACKEY HALL-WOOD

Dorothy Percival

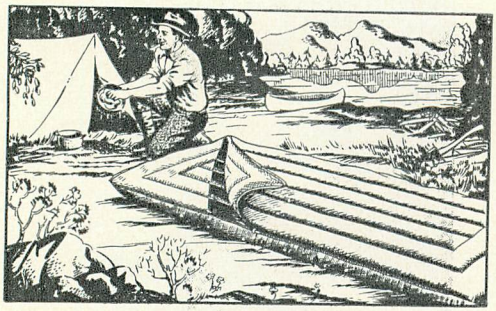
"Camping in the Laurentians" is a familiar phrase to thousands of girls who have had that delightful experience. The phrase has a particular appeal to the hundreds of campers and counsellors who have been associated with Camp Ouareau and Miss Dorothy Percival—"Miss Percy" as she is affectionately called.

The love and esteem in which Miss Percy is held by her camp friends could be no better exemplified than by their presence at a Reception and Presentation held in her honour in Montreal on the eve of her retirement from Camp Ouareau this past year. A period of 29 years was represented as Ouareauites came from near and far to pay her tribute.

Miss Percival was born and educated in Montreal. In her youth she was introduced to the out-of-doors by her father, an ardent nature lover, who made it a habit while on fishing trips to the Gatineau Hills, to bring along his daughters. This was Miss Percival's initiation in camping, an early interest which was later to become her vocation.

Miss Percival commenced her career as a teacher with the Westmount School Board, Montreal. Concurrently she worked as a volunteer at the Old Brewery Mission Camp. Resigning from teaching in 1922, she joined the staff of the Montreal Y.W.C.A., where she served for two years as Girl's Work Secretary. During the summers, the job involved the directing of the Y.W.C.A.'s Camp Oolahwan at St. Margaret's, Quebec.

After a trip abroad, Miss Percival returned to teaching and spent three summers as a counsellor at Camp Ouareau which had been established by



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Miss Mabel C. Jamieson. Miss Percival's contribution to the Camp was quite evident, for the next year she became associate director of this girls' camp. As the seasons progressed, camping developed into a full time interest and in 1937 she took over the Directorship of Camp Ouareau. During the next few years, Miss Percival contributed a great amount of her time and effort as an active member on the Quebec and Canadian Camping Associations. She was the President of the Quebec Association for two years and Membership Chairman on the Board of the Canadian Camping Association. Her participation in conferences and conventions and for years her lectures on camping given to the McGill University Health and Physical Education students, were a regular part of her busy schedule. Moreover, her ability as a group leader gave her many opportunities to impart her knowledge and experience to young people in the Church, the Sunday Schools and girls' work departments of the Y.W.C.A.

Those privileged to have been associated with Miss Percy at Ouareau consider the experience to be one of the finest in their lives — an inspiration in leadership and accomplishment. It is not unusual to witness high personal standarls, but it is a rare experience to see them instilled in others. Miss Percival as a Camp Director was able to transfer her enthusiasm in such a way as to engender the utmost pleasure and pride in work well done. At the same time she was able to take a personal interest in the problems and activities of individual campers. This interest in them accounted for their love and loyalty to her, for it is human nature, especially evident in children, to appreciate recognition and attention.

Nothing at Ouareau was left to chance. Preparedness, forethought and

continued on page 36

THE HOMESICK BOY

HELEN CRUDEN R.N.

Camp Nurse,
Haliburton Scout Reserve.

Of all the illnesses that can beset a boy at camp, homesickness can be the most disquieting. Fortunately, the appearance of this disease is the exception rather than the rule during the life of a busy camper; nevertheless, when it does occur, it requires treatment as does the sore throat or clobbered toe.

Mild forms of homesickness are dealt with in the majority of cases successfully by experienced counsellors. The techniques used are well described in the basic camping textbooks. However, in a few cases these methods do not work and the camper usually arrives at camp sick parade complaining of physical symptoms such as headache, abdominal cramps, muscular pains, dizziness and so on.

The first step in these cases is a careful examination by the camp doctor to rule out the possibility of actual physical basis for the symptoms. One should not dismiss these cases lightly: a mistaken diagnosis of homesickness may end in tragedy. In our camp, they are admitted to the camp hospital for observation.

On my first encounter with this disease, I was in sympathy with the T.L.C. treatment (Tender loving care) recommended highly during the pediatric part of my training as a necessity in the management of any sick youngster. With this foremost in mind, the homesick boy was given my complete attention, along with comic books in abundance, soft bed, games, visitors at will, and food on a tray. What happened? The homesickness appeard to be cured, but actually it was only misplaced. The boy still wasn't ready to return to a normal camp life.

Obviously, this was the wrong approach, so I admitted failure and resorted to a recipe highly recommended by our Camp staff . . . and it worked.

The bed was still soft, but comic books, games, visitors, and even food were removed from the routine. Upon admission to camp hospital, the boy was settled in bed and given a large jug of apple juice and a glass. He was told that this jug (refilled as desired) will be his only source of nourishment until his disturbing symptoms have disappeared. The apple juice routine combined with isolation, although sounding a bit rugged, produce rapid results in at least the disappearance of the aches and pains.

The initial step accomplished, a very large full diet is begun and a period of rehabilitation begins. There are always several odd jobs at camp for which there are never enough hands—painting, building, gardening, to mention only a few. Working with a staff member, the boy works on the particular occupation that appeals to him. A day or two of this adult working atmosphere,

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OPERATION MARATHON

NANCY PORTER,
Programme Head
Camp Tanamakoon

The successful camp programme must include, not only a well-balanced schedule of activities, but also an occasional relief or change from that routine. Most camps have special days which have become tradition to their campers, and are eagerly awaited events of the summer. However, new ideas for such days are always welcome, and here is one which proved successful at our camp last year, and could, with variations, be adapted for use in any camping situation. We called it Marathon Day.

Actually, it was only half a day, occupying the morning and ending in time for general swim before the noon meal. Because the older campers are so eager to participate in the various activities, we have found that for regattas, United Nations Days, in fact almost any interruption of the regular programme, half a day is sufficient.

Marathon Day provided a means of letting the younger campers participate on equal terms with the eldest (something they dearly love) and also gave prominence to camp activities often overlooked in competitions which seem, inevitably, to centre around the waterfront.

Before the events are outlined, some description of the organization required should be given. Very little was needed in our case, since the camp was already divided into six teams, including campers from each age group or tribe who elect a captain and compete in various events over the month. These teams. then, were our competitors, and the team captains, campers from the oldest tribe arranged the participation of their own members with the help of their counsellor-advisers.

The staff of each activity was responsible for the direction of the events concerning their department. Each team had its list of events, which in

every case, began and ended on the front dock. There were three routes, meaning that each team started with another and followed the same route, although any team might pass another along the way. Since all started at the same time, the first to complete the course was the winner. As each competitor finished, she could follow her team, so the whole camp was gathered at the dock for the finish.

A bugle told us to take up our positions; another, ten minutes later, ordered START. Let's follow Team One around the course.

Camper 1 must throw a ring buoy (as in Red Cross Tests) past camper 2 who is treading water some 20 feet off shore, and pull her to the dock.

Camper 2 then runs to 3 at the shallow end of the pool.

Camper 3 swims the length of the pool and runs to the tower.

Camper 4 jumps from the tower and swims to the raft.

Camper 5 is waiting at the raft in a canoe, and must do standing paddling to Cree Point (see map).

Camper 6 hammers three nails through two boards and then

Camper 7 must remove them and run to the shore where

Campers 8 and 9 wait in their canoe, and paddle to Dawendena.

Camper 10 at Dawendena, must lay and light a fire to burn a string suspended above it. This permits

Camper 11 to start looking for a list of plants which she must collect before.

Camper 12 can orienteer a course which will bring her to the theatre.

Camper 13, waiting at the theatre, gives a "reading" to satisfy the dramatics counsellor, and

Camper 14 runs all the way to the craft shop.

Camper 15 punches and laces leather to make a little autograph book, then to the tennis court.

Camper 16 must serve correctly eight balls which

Camper 17 is able to return across the net. Both then run to the archery range.

Camper 18 ready with bow and arrows, shoots until she has a score of 25, then runs to the Lodge.

Camper 19, at the piano, must play the two octaves of the scale of C major before going to the canoeing dock.

Camper 20 paddles out a set distance and comes back to shore by gunwale bobbing. Docking her canoe with assistance, she runs to the sailing dock.

Camper 21 rigs dinghy properly, and

Camper 22 stows it.

All this time Team Two has been following the same route while Three and Four, who started at the sailing dock, will finish at the ring-buoy throw, and Five and Six, starting with the tower jump, end with pool swim. From the smallest nine year old to the most accomplished camper of sixteen summers, all have helped (or hindered) their team. All are looking forward to another Marathon Day. Perhaps you will try one too.

—●

WHODUZIT?

W. E. (TED) YARD
Y.M.C.A. Camp Pinecrest

Who sets up the camp program?

This month, Whoduzit moves into the vital realm of "programming". However, it should be stated at the outset that this is not a discussion of "why" we program, nor of "what kind" of program. Rather, we shall content ourselves with an analysis of "Whoduzit" in one camp situation. If in reading, one discerns that a 'philosophy of programming" permeates the operational structure, we can only plead that to the degree it is evidenced, we have found philosophy and structure inseparable.

1. **The Basic Philosophy of Programming**

   is determined and clearly and articulately stated by the Camp Committee and Director.

2. **Over-all Program outline**
   is set up in advance by the Director and Senior staff members.

   —This planning involves **which** of the "special' events that campers expect annually will occur, at **what** periods.

   —This advance planning enables the Director to purchase certain materials that may be required and to contact certain resource persons whose presence at camp may be desirable at some particular time.

   —This "outline" is further discussed and changed or confirmed by the staff at the pre-camp training conference — it may involve the placing of about **six** highlight events throughout the summer.

3. **Instruction Groups**

   —The basic planning for these takes place during the winter and is furthered at the pre-camp training conference when those who are to assume instructor roles discuss what they hope to achieve in each activity, and how they hope to do it.

   —In a camp of two main "Sections" — one has the use of instruction facilities and staff in the morning and the other in the afternoon.

   —Changes in these instruction groups, i.e. what groups, how conducted, how many chi'dren etc., are discussed by instructors, counsellors and senior staff in evening meetings.

   —When the time arrives for instruction groups, each child chooses the group he goes to. The section head keeps track of where children are, and tries to help them make decisions which will result in a well-rounded experience for them.

   —Beginners swim instruction is not among these free-choice programs, but is scheduled at a time when all non-swimmers can take part.

4. **Cabin Group Activities**

The basic pattern of Instruction Groups for one half the day provides a good opportunity to schedule cabin group activities for the other half. These activities are as wide in variety as the interests and imagination of campers and counsellors. There are few restrictions and clearances are made with Section Directors.

5. Inter-cabin events are planned by campers and counsellors and cleared through Section Directors.

6. **Section Events**

involving six or seven cabin groups in one section are frequently planned by

(a) Camper Council — with representatives from each cabin who meet regularly.

(b) Counsellors — who get "inspirations" at their evening sessions, and talk them over with the boys the next day.

7. **Canoe Trips and Hikes**

The decision to go on these is made by the cabin group, and from that point on they are assisted with all phases of the planning (including making up their menus, choosing route, etc.) by a member of the out-trip staff.

8. **Waterfront Programs**

are frequently developed at the request of campers and counsellors, but this program is inevitably planned in detail and carried through by the waterfront specialists.

9. **All Camp**

events are carried through by special committees struck off to develop each event, i.e. Chapel Committee"; "Annual Games Committee"; 'Circus Committee".

—These committees have representation from the whole camp community.

—The same procedure on a smaller scale is used for sectional events such as Stunt Nights, Amateur Nights.

10. **Clearances**

regarding program and use of equipment are made daily through the Senior Staff Cabinet consisting of Camp Director, Section Heads, Waterfront, Outtrips, Music and Crafts Directors. There is no overall "program director" in this particular situation.

11. **Staff Social Events**

are planned by a Staff Committee set up for the specific purpose of planning the event.

Outlining a "framework" such as this, leaves out the innumerable "individual" factors which section heads and counsellors consider in providing quite "unscheduled" kinds of program and leadership for boys where needs indicate a deviation from the planned program opportunities.

The Camp Director's function here is not to **develop program,** but rather to give guidance and counsel to ensure that all the things that happen to people at camp are consistent with the over-all philosophy.

—●

CREATIVE ART AT SUMMER CAMP

By Frances Gage

Camp Tanamakoon

Hurricane Hazel furnished us, this summer at Tanamakoon, with a fine cedar log for a new totem pole. The pole was an ideal project for camp. The material was provided by the woods, our tools were simple, and there was no lack of energy and enthusiasm.

It is very rewarding to see what can be done in creative art at camp. Camp is a special place where children learn to live with nature. Time is short in this unique situation, and any activities that can be done just as well at home in the city have little meaning. We must remember, however, that no one comes to camp to learn to be an artist. There are places better equipped and staffed for such aspirants. Creative art, therefore, should be put in its proper place, which is that of enriching our lives, and complementing our surroundings.

Materials should be kept to a minimum. Of course, we cannot, as the Indians did, paint our home-made pigments on hand-prepared skins, or carve wood and slate with stone chisels, for we have neither the time nor the technique. But with a few basic supplies, satisfying results can be obtained.

Sketching is one art form that lends itself to life at camp. Here, the child learns to observe nature in yet another way; the way peculiar only to the artist. All that is required in the way of materials is a board, manilla paper, and pencil, chalk or charcoal. After some instruction in basic design and composition, the child sees the forest anew, as a place alive with depths, colours, shades and shadows.

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and the fun-life of camp beckons him back. He himself makes the request to return to his campsite and enjoy the remainder of his stay.

The theory behind this method of handling homesickness is that a boy arriving in camp has in his recent experience two situations only: the familiar, protected, homelife which he has just left, and the strange, new, camp life which he has just met. He may prefer the former so strongly that actual illness may appear to be present in an unconscious attempt to return home. The routine described above adds a third and considerably less desirable situation which leads the child to seek the lesser evil: life back on the campsite. After the transition period the activity of camp wipes away his original fears and all is well.

This method has been used quite successfully in our camp and has been a solution to the problem of handling this type of homesickness.

—●

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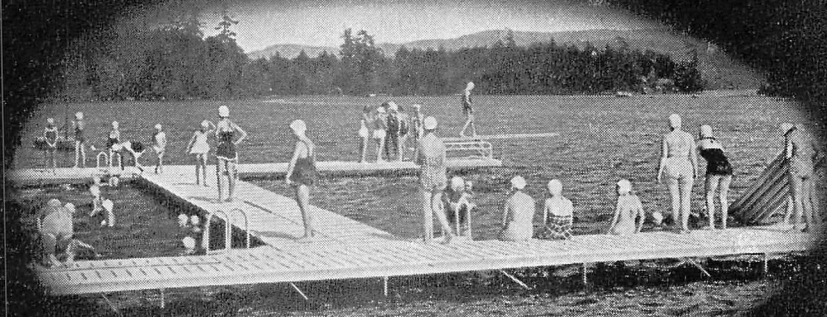
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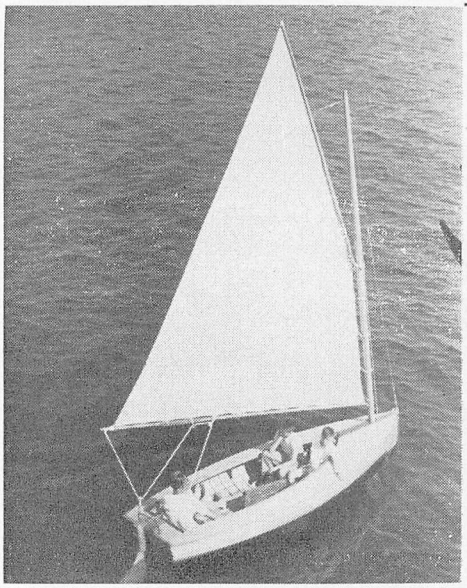

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To the boy or girl who is especially gifted, sketching is a very valuable basic training. It provides some of the basic steps towards all branches of art, such as painting, sculpture and architecture, which he might study further at studio or school. Ability, however, is not a prerequisite to the enjoyment of sketching, or other activities such as carving or whittling.

Everyone likes to whittle. Work with wood, whittling or carving seems a natural thing to do in the woods. The necessary material is usually readily available, in many varieties, hard and soft. For our purpose, we might choose basswood, white pine or cedar. Basswood for its soft, even texture; pine and cedar for their straight grain. The latter requires careful handling because of its tendency to split. Ideal equipment is a two-bladed pocket knife of good steel, a pocket hone or carburundum, and a generous supply of band-aids. The proper position of the hands in relation to the knife cannot be stressed too highly. However, very often the only lesson in safe whittling must come the hard way.

There is much less risk in carving, since the work is done with mallet and chisel, on a larger piece of wood. For carving, three or four chisels, flat and gouge, will suffice, along with a mallet of wood or composition rubber. To keep wood chisels in good order, use three or more grades of oil stone. Carburundum is one of the best.

The summer carving referred to in the opening paragraph was a nine-foot totem pole. The tree, felled by a hurricane, was cut, and stripped by Jack, one of our expert and ever-willing woodsmen. The pole was the extra-curricular project of our newest camper group, the "Shawnee", who were formed this year from a subdivision of our oldest group. It was done entirely in secret. To begin with, a design was drawn up, telling the history of the new "tribe" in Indian symbobls. After this was applied to the pole, the campers came en masse, with their counsellors, for demonstrations in the art of carving. From then on, each day at 4:30 the "Shawnee" came in groups of three to the loft of the barn, where they worked until tea-time. The final result was erected late in August, in a newly built council ring. Every camper did a small part. They will never forget the pride which comes from a group achievement.

Modelling, to turn from cutting away to building up, can be a lot of fun, and it can produce good results. A kiln, a supply of clay and basic glaze colours, and some home-made tools and accessories, are all that is required to make Indian-style coil pottery, and simple pottery figures. Ceramics is, however, a rather highly technical and scientific craft to go into very deeply. Most waterfront camps have a supply of natural clay nearby. Usually this clay cannot be fired to a permanent state without a lot of refiring. It can be made semi-permanent, by the application on the dry clay of three coats of thin shellac, twenty-four hours apart, and a coat of enamel.

Sketching, modelling and carving are a few of the forms that creative art can take. At camp it is in peril of being put aside for activities that appear more vital. Let us bear in mind that the first sign of civilization in ancient primitive man, came when he decorated his home, and his tools and equipment. We need creative art. Let us make a place for it. Its rewards will speak for themselves.

DUEL . . . . . .

A new regular feature in our magazine, edited by Miss Mary Barker, National Council, Y W.C.A.

SHORT TERM CAMPING HAS LITTLE VALUE

Short term camping is like trying to put out a fire with a toy water pistol. All you can do is touch the fringes of the fire lightly. Similarly, with short term camping, we only lightly touch the real potentials of camping. We give the camper glimpses of wonderful things that he might do, but we do not really offer him a chance to experience that matchless feeling of doing them.

Long term camping is wise camping from two important aspects — the camper, and the staff. The camper achieves more of a variety of things, more thoroughly. He returns home with the satisfied feeling of having reached some anticipated goals. The staff person, on the other hand, has satisfaction in actually seeing results on the job, when he has time to share his experience with the camper.

There is a caution on long term camping, which we should be aware of and that is: the term should not exceed the point where the learning process is slowed down to a walk. A good Camp Director can recognize this point in his staff as well as in his campers when they start to go a bit stale. However, with our short Canadian summers, we are not faced with this problem too seriously. Most camps are geared to provide good, snappy, two-week or one-month programmes for our campers.

The Camping term should be long enough to allow the camper to adjust from the home routines to the new exciting camping life. Then, with his camp mates and staff friends, there should be time to try out new things, develop old skills, explore strange places and recognize the wonders of nature. All the while, a strong sense of citizenship will be taking hold on this young life.

Yes, to transmit the real potential of camping to our young campers does take time. There is no "Reader's Digest" technique for camping, to provide a well-rounded experience in living, that will stay with the camper. Through life, let us continue to provide the best in long term camping.

. . . . . ISSUES

This month, the Issue about which our writers duel is: Short term vs. Long term Camping.

THERE ARE REAL VALUES IN SHORT-TERM CAMPING

Few would deny the many values of a four or eight-week camp period. To be away from the city and in a camp setting for that length of time, can be a very wonderful adventure in so many ways. But the *two week camp has its values too.* Perhaps the most obvious one is that it gives many children whose families could not afford to send them to a four or eight-week camp, a chance to have a camp experience. Then too, there are groups that raise money to send needy or upset children to camp. The two-week camp period enables such groups to help more children, or, in some cases, to help at all, where the cost of a longer camp might be more than they could raise.

Some would maintain that two weeks is not long enough for a child to become at home in the camp setting, or to learn more than a fraction of what he could learn in a longer camp. On the other hand, camp is a very tiring experience for many children. If they are young children, if they have never been away from home before, if they are nervous, excitable youngsters, the continual excitement and adventure of camp drain their energies so greatly that two weeks is long enough.

Camp is important in a child's summer — but so is the holiday with his family and the holiday at some pal's home or summer place. The four or eight-week camp rules out other things for many children. The two-week camper often can fill the rest of his summer with a variety of experiences that can be as valuable for him — though in different ways — as his time at camp.

Camp can be a magical experience that stays in a very special corner of a child's memory. And perhaps this magic can be produced and sustained more easily in the shorter period. This is especially true in campsites that do not have the possibilities of the northern lakes and woods. Two weeks can be packed with fresh, new adventures and joys, and the child goes home before any trace of boredom or restlessness can creep in.

JUNIOR CAMP

SOME SUGGESTIONS TO COUNSELLORS AND DIRECTORS WHO WORK WITH THE FIVE TO EIGHT YEAR OLDS

E. FLYNN

Camp Oconto

This is a child's first experience away from home. This summer's activity can make or mar him for life as far as camping is concerned. It is possible for all counsellors to help him enjoy the happiest holiday of his young life, one he will want to repeat every year.

Remember that camping for Juniors is a skill in itself. Programme must be geared to the age and endurance of the children, rather than being an adult programme superimposed on these tiny tots.

House Juniors in cabins rather than in tents; (a) for comfort, good health, and easy control; (b) so that campers of this age can anticipate tent life in the more advanced sections.

Equip those cabins with inside shutters to cover the screened windows, and to keep out damp draughts at night, when necessary.

Build windows low enough that small campers can look outside easily, and large enough that every room can be well-aired.

Use single beds, small enough to fit their size, rather than double bunks.

Build a separate dining room for Juniors, so that they can eat at their own pace, and relax away from the hubbub of older children. If possible, feed them in two small groups at separate lunch hours, rather than in one large group. The smaller group is easier to control.

Select counsellors who love small children, and who are willing to be on the alert twenty four hours of the day and night.

Select counsellors who are not too young . . . nor too old, for that matter. The younger the camper, the older the counsellor is a general rule. In other words, choose a mature, sympathetic person as counsellor, one who can have patience with small ones, one who can share the whimsical ideas and problems common to children of this age.

Arrange swimming periods so that Juniors swim late in the morning and early in the afternoon, so that they will get maximum sunshine.

Dress Juniors in slacks and sweater first thing in the morning when the air can be coolish until breakfast, especially during Daylight Saving time. Comfortable campers are happy campers, especially early in the morning!

Allow them to play on their own during free play periods; let them organize their own games as their first experience in learning the Give-and-Take everyday life demands.

Provide a flexible programme so that it does not become strained or rushed or over-stimulated at any time.

Prevent children becoming exhausted through too much activity over a long period of time. Alternate an active games programme with a relaxing activity or a period of free play.

If the weather changes don't be afraid to adjust programme. If the children want to do someting other than you have planned, it's fun to let them do as they please sometimes.

Please don't be rigid or regimented with the children or with programme. They are regimented all year, let camp be fun. If they make discoveries in nature, go along with them. If they need explanations or a discussion period, give it to them, and you will be pleased with the way they respond. The only activities they must be on time for are: swimming, riding, crafts, boating, any activity (or meals, of course) which affects the entire camp.

See that they wear bathing caps for swimming, and sun hats on sunny days.

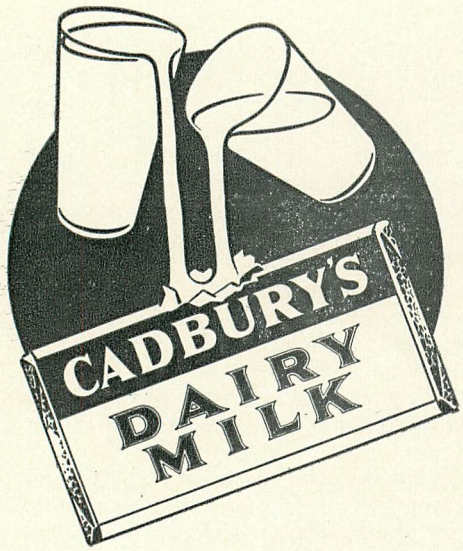
Keep swimming periods short; and remove them from water the minute they show signs of cold . . . blue lips, shivering, "duck bumps."

Insist that they wear a beach robe or a large beach towel to the swimming area so that this can be put on as soon as they come from the water.

Keep plenty of extra blankets on hand for chilly northern nights; let them wear sweaters and socks to bed too, if they wish. They keep campers warm, and warmth at night cuts down on bed-wetting, as well as chills which might lead to colds.

Report any unsual symptom . . . skin rash, "sniffle", sore ear or throat, cuts, a sudden listlessness . . . to the doctor or nurse at once. At camp these simple complaints might be an indication of on-coming illness.

Insist that Junior campers get a full rest period . . . at least a full hour . . . after lunch. Put them in bed, in pyjamas or shorts, covered with blanket (sheet in hot weather). No comic books, colouring books or letter-writing in this section at rest hour. This is a time for sleep . . . and they will sleep!



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Consider the following ideas for Junior Programme:—

All kinds of picnics; treasure hunts; counsellor hunts of a simple variety; Hide-and-seek; simple and short "bush-whacking" jaunts.

Marshmallow and pop-corn roasts, where they can roast and toast the food themselves, under close supervision, of course; Sing-songs around the bonfire; all sorts of action songs.

Easy-for-them-to-do improvements to the camp site: with much supervision and guidance, simple transplanting of trees, making a new camp-fire ring; planting a garden with quickly-growing seeds; building a stone wall around a cabin or outlining paths with stones which could be whitewashed.

Skit Nights; Topsy-Turvy Days (counsellors *must* dress up as well for this one!) Masquerades with activities —Town Fair, Church Picnic, Circus, Pirate Night.

Crafts geared to Junior abilities: Plenty of plasticine; individual blackboards (about 20" X 24") and a supply of coloured chalk; finger paints; paper weaving mats (of which they never tire); wax crayons (buy the Jumbo size which do not melt or bend) with plenty of paper for an art exhibit of their own! Raffia for small mats and serviette rings they can take home; plastic lacing for braiding belts or bracelets.

If you are having a Special Event, always let them help decorate the room.

Provide, if possible, swings, slides, sand boxes and any other playground equipment for the first few days of camp.

. . . . and good camping to everybody!

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—that high standards of neatness and tidiness should be encouraged at all times in cabins and throughout the camp generally. Thus we will at all times emphasize this as part of the responsibilities of camper and staff alike as well as administration.

—that the use of awards and competitions to motivate campers to high standards of personal accomplishment as well as tidiness and neatness, cannot be justified. Thus we will eliminate awards and competitions as a means of motivation and make every effort to have the camper experience the satisfaction that comes from co-operation and accepting responsibilities for the good of the whole group.

—that health in its newest and broadest concept is all important. Thus we will provide a high standard of meals, a healthful environment, safety without coddling, and every opportunity to have improved health, mentally and socially.

—that there is a fundamental need for worship, irrespective of creed or color. Thus we will provide well planned and suitable chapel services, campfires, evening music and "drifts" and other types of programme which will meet this need.

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CAMPFIRE TIME

KAY MCCLELLAND,

Section Head,
Camp Oconto.

"Just a song at twilight, when the lights are low,
And the flickering shadows softly come and go."

Perhaps nowhere do these words more aptly apply than to our campfires where we pause for fellowship before rest. There is magic in the music that drifts with the lazy smoke over the shimmering lake as young voices sweetly blend in camp songs.

The seeming spontaneity which marks a good campfire session is only accomplished through careful preparation and planning by its leaders. Following are a few principles which have proven successful:

(1) One person should be in charge of all campfires. This leader should possess a vital personality, a good musical ear and a vivid imagination. A skilled leader draws upon his co-workers for novel and refreshing ideas of presentation. Upon this leader falls the responsibility of preparing for a campfire. He must see that every counsellor knows the songs to be sung. During the actual campfire the counsellors' strength and confidence in song will be most valuable.

(2) The purpose and general outline of a campfire should be clearly outlined to all staff members. The campfire is a time when the group comes together for a pleasurable experience. It is the climax to a busy day, so should begin with enthusiasm. Use campfire games, action and lively songs first, and then when the campers are warmed up insert a new song (if desired). The second portion of the campfire sets the mood required before the campers retire. Stories, and the quieter, lovelier melodies of the woods, lakes and fireside accomplish this aim. Closing with a vesper or Taps, the campers are relaxed and ready for a refreshing sleep.

(3) Plan campfires in advance. By planning, there is less likelihood of repetition or confusion. Plan that one night the campfire will include challenges, the next stunts, the next a

theme of foreign lands and so on. One caution however — although prepared in advance, a campfire must be flexible.

(4) Along with music which forms the major portion of a campfire, any number of additional items may be included: ceremonials, skits, challenges, tent turns, counsellor nights, dances, canoe trip reports, and stories name but a few. It is best to let the campers know ahead of time what type of campfire can be expected. They may then prepare themselves accordingly as to what songs they would like and so on.

The Campfire Itself.

Although the campfire may take on many themes it should always begin in the same manner. An appropriate, short fire-lighting ceremony and the round, "Fire's Burning", is most effective. Should a round be used at the opening of the campfire, divide your circle before beginning. Be sure there are a few strong voices in each section. (The circle is now divided for future rounds.)

The fire lit, suggest a well known, rollicking song which will capture the enthusiasm of every camper. Perhaps "We are the Redmen", "Six Little Ducks" or "My Paddle's Keen and Bright" could be used. Now ask for requests. The campers will ask for their favourites time and time again. If the song is suitable and the majority enjoy singing it, use it. Don't, however, allow the same song or songs to be sung all the time. Suggest something else in its place, pointing out that we sang that earlier, or yesterday. There will, of course, be some songs that are more popular than others and so sung more often, but that is a little different than having the same requests time after time. After a few requests and the campers are singing well, is the time to introduce a new song occasionally.

When introducing a new song be sure to set a background whether true or fictitious. Perhaps the circumstances leading to your acquiring the song or a little about the country the song concerns, anything to set the mood. Now sing the song in an energetic, sure voice. Have a few counsellors help you if necessary, but know the song well enough that a paper or book is unnecessary. The campers now have the general idea of the song. The second time you sing it, have them listen for a certain part by asking a question, the answer to which is found within the lyrics. This step may be repeated but not too often. Have your group sing or hum as soon as possible. Only by repetition can they pick up the tune and words. Often, having the group repeat the words after you helps.

Tips

If it is a lengthy song do not try to complete it at the first campfire. The children are energetic and do not want to spend too much time on one song. A song may have to be reviewed every other night for a week or more before the campers are able to sing it with confidence. If it is a short song a new verse can be added at each campfire after the tune is learned. Unless exceptionally easy, do not try to sing a "round" as a round the first night. Be sure the campers know the tune and verse well before breaking into parts.

Always follow a new song with one or more well known tunes. Perhaps "Old King Cole", "Kookaberra" and "My Tall Silk Hat" would be good. It is now time for the special event. A story is always popular. The Tadger Tales, Indian Stories or Legends, are especially suitable. Read or tell it with enthusiasm and expression. The last energetic zest for activity has been satisfied, so we turn to a quieter atmosphere in preparation for bed.

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planning manifested itself in every phase of camp life. Not only were the summer months given over entirely to her camp family, but all who know Miss Percival intimately, appreciated her devotion during the entire year to the interests of camping.

It is difficult to measure by any standard the amount of goodness which a life may impart. Certainly a richness in love of the out-of-doors, happy fellowship and pride in accomplishment —a richness immeasureable, has been the lot of the hundreds of campers and counsellors who have had the good fortune to come under Miss Percy's direction at Ouareau. Safe and carefully supervised activities, high health standards and the utmost comfort and happiness of all was her daily concern.

To conclude, perhaps the greatest tribute that can be paid one of our finest camp directors is expressed in the words of one of her campers. "No camper could ever recall Ouareau without thinking of 'Miss Percy' with her amazing patience, kindness and thoughtfulness, and, last but not least, that wonderful smile for everyone."

—●

A few songs such as Whip-poor-Will", "Father Time", and "Land of the Silverbirch", help prepare the campers. The fire finally flickers low and the campers stand reverently for Vespers and Taps.

In later years old campers often find their most cherished memories are those woven with the curling smoke of a campfire.

—●

Camp Director's Timetable

September

Send list of staff names and addresses to all staff.
Send reports on campers to parents when they request them.
Letters of thanks to all staff and local people where co-operation has been valuable.
Prepare inventory in all areas, i.e.—Sports Equipment, Food Service Equipment, Waterfront Equipment, Program Equipment, General Supplies, Articles for Resale, Fuel Equipment, Stationery Equipment, Staple Goods (food).
Compile report based on your own recommendations and those received from staff reports.
"Close" camp—storing supplies and battening buildings with care.
Write account of interesting project for Canadian Camping Magazine.
Set date for all plumbing to be disconnected.

October

Father and Son weekend at camp?
Set up fall and winter repairs and maintenance schedule.
Check pictures for new folder.
Prepare news letter to campers.
Consider plans for next season, particularly if their implementation involves the need for more funds and consequent fee adjustment.
How about a holiday now?

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Something Happens Amid Laughter and Song

CAROLYN M. SCHMIDT

INSTITUTE of CHILD STUDY, TORONTO.

Wendys and Susans and scores of others come to camp each summer, their heads still full of school with its pressures and standards, with its teachers, class-mates and homework not yet forgotten. The counsellor sees these children arrive at camp, some aglow with keen expectancy, some with a glimmer of uncertainty, some boldly enthusiastic, others shyly anticipating their new venture — or perhaps the term 'adventure' would be more apt; for surely it is an adventure to be going to camp, to live next to Nature, to acquire new skills and make new friends. As they arrive some seem alone, bewildered perhaps, or just taking stock of the situation; others bunch together laughing and chattering, renewing old friendships and meeting new companions.

As if by magic, summer days flash by and soon it is time to return home. The counsellor watches these same children leave, their camping days over for another year — but are they really the same children? Wendy has grown a full two inches, Susan's hair is three shades lighter, bleached by a summer's sun. Their skins are bronzed and their bodies firm and sturdy. On closer inspection, that one over there, leaning on her paddle, has a look of assurance, where once there was shy hesitance; this one's eyes sparkle with a new lustre, the result of happy experience and shared pleasures. A few still stand alone, but even their solitude has changed from bewilderment to confidence; very often behind it lie dreams and aspirations to be fulfilled another summer. Each group has enlarged now and the individual children in it have altered, although they themselves may not even realize this. Each has learned something from being at camp: some a little, some a great deal. Among the changes wrought may be improved outlook, a better adjustment to group living, or a growth in knowledge and stature due to leadership training and the assumption of responsibility. Whatever the changes may be, these campers return home different children, physically and mentally healthier as a result of their camping experience.

The question now arises what has brought about these changes and how have these new learnings been acquired? Primarily, the atmosphere in a camping situation is the essential factor. In a good camp, children feel free from strain and tension. When they are tired it is a healthy tiredness. They live, laugh, play and work together in both large and small groups, yet learn to respect each other's individuality. The

activities of school and city-life find little place in the naturalness and simplicity of the outdoors. Children can relax and be their best selves. At camp, children strive for accomplishment, be it the dog-paddle or a swan dive; sailing a boat alone, or just helping to hoist sails: learning the basic canoeing strokes or striving to attain the perfection of an expert. In this setting, their days are well-spent in wholesome play and purposeful activity in a relaxed atmosphere.

There are dozens of opportunities in a camping situation for participation in such group activities as council-fires, cabin entertainment nights, sing-songs, musicales and dramatic productions. Nevertheless creativity and originality have many outlets, too: in the craft shop, on sketching expeditions, making up skits, and improvising costumes for a masquerade or play. Even the simplest contribution can add something to camp life, however small and insignificant it may seem. Perhaps it may be only a contagious laugh, an encouraging smile for someone who needs it, or an enthsiasm that is catching.

The effect of camping on behaviour adjustment and social development can be considerable. Through experiences in harmonious living, campers learn to accept their share of responsibility, to cooperate with others, and to grow in unselfishness. The child learns to do things in a group, and out of consideration for the group. Some learn too, the satisfaction of momentary solitude and of just sitting and thinking for a while; still others learn for the first time what it is to have fun for fun's sake. The counsellor is always at hand to instruct and encourage the campers in every undertaking. An uncertain child frequently develops confidence in the realization that there is someone who has faith in his ability, and begins to feel that he 'belongs' in camp.

Many children who find themselves at camp and away from their families, gain in self reliance and in learning to make decisions for themselves; at the same time, interests are broadened and judgment acquired. Throughout the camper's day many decisions must be made to be punctual or late, to be tidy or untidy, to persevere or to take a defeatist attitude; to concentrate exclusively on one activity or to develop various skills; to participate in an activity or to be an onlooker. Through their choices, they experience success or failure, satisfaction or dissatisfaction, depending on their own attitudes. Often the help and encouragement of fellow-campers and a counsellor's friendly interest can stimulate desirable choices and attitudes. Of course, being away from family in this new way of living requires a degree of emotional, physical and social maturity. The child may miss the whole value of camp life if he is sent before he is ready.

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Trips and Campcraft

KIRK WIPPER,

Department of Physical and Health Education, University of Toronto.

The purpose of this article is to outline the value of tripping and campcraft from three points of view. First, why these activities are a significant part of the camp programme; secondly, what additional emphases might be made to increase the value of these activities, and, finally, how this experience in camping can be effected with the most desirable results.

In a recent issue of a camping magazine the following statement was made:

> "Deep in the hearts of all sportsmen is the dream of a wilderness trip, an expedition that will give them the opportunity to follow the water trails and portages of voyageurs and relieve at least in part, those days when man would fill his food pack with a bag of flour, salt, bacon (fat) and tea, and set out for many weeks' trip into the bush. confident in his ability to live off the land and return to civilization in better shape than when he left."

It should be quite obvious that we cannot submit ourselves, or our youngsters, to this kind of primitive camping as we strive to build an experience which will always remain with us as a happy one. Nor is it necessary to submit to such privation to enjoy the advantages of the adventure inherent in this integral part of the camp programme. With proper planning and organization the "dream" mentioned above should be placed within the reach of participants, but certainly in a framework which fits the interests, needs and capabilities of the campers.

It may seem superfluous to mention in the first place that tripping in its broadest sense (on foot, by canoe, on horseback, by bicycle, etc.) and campcraft provide an extraordinary opportunity for fun, for sheer enjoyment. This can only be true if the tripping guide and the campcraft counsellor has not dampened such a possibility by domination of the undertaking, by disregard for such factors as fatigue of campers or their natural interests, or by failing to appreciate camp objectives in this kind of programming.

The expansion of horizons, the participation in a sense of wholesome adventure are further by-products of close association with the natural environment encouraged through campcraft and tripping. And, during these pioneering pursuits the lure of the unexpected urges campers to adjust to and communicate with the changing environment. This should culminate in an uplifting of the spirit and a refreshing of the mind. An alert guide and counsellor should submit to this experience himself and perhaps share it with his fellow travellers and campers.

As campers explore into each new area of beauty and quiet, and have as their companions things which are of everlasting significance, it would seem that discussions of desirable spiritual power should take place with good result. Adjustment to others, to the environment and to the requirements of trip or project is a value that must not be overlooked. Most campers soon discover that their own welfare is directly dependent on the contribution of each member of the group. Here is a situation in which sincerity of effort is important. And it is a wise trip leader who will take advantage of these activities to show developing human beings the necessity for teamwork and compatability.

In these activities campers have a splendid situation in which to cultivate initiative and resourcefulness. This is part of the adjustment that must continually be made by campers, particularly in tripping. It is a matter of resolving the many little problems that should arise as campers strive to live in and out of doors with comfort, health and safety. This demands restraint on the part of the counsellor, who should with all the wisdom he can acquire deliberately undertake to give such responsibility to campers within their capacity. Self reliance on one's own skill and judgment stands as another worthy value.

To carry on at some length in this brief consideration of why the activities of tripping and campcraft are valuable in the camp programme should not be difficult, for such is the stature of the topic. For example little or no reference has been made to comradeship, to building lasting memories of high calibre, to learning the simple rules of living, or to realizing such ordinary things as the necessity for care of equipment. To make these aspects of programming valuable, thought is required in estab-

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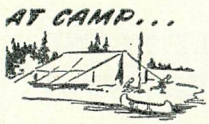

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lishing objectives. In setting these up it is necessary to clearly recognize why the activity is worth such attention in the first place.

Some of the ways in which tripping and campcraft are valuable have been outlined. The next step is to list some things which may stimulate the trip counsellor, or the campcraft counsellor, to make this part of camp programmeing more worth while.

1. Star Study—not just the names of stars, but their relation to this, and other planets, the patterns they suggest, their importance in navigation, etc.
2. Photography and Art.
3. Orienteering and exploring.
4. Improvement of swimming and water safety knowledge.
5. Weather—an understanding of what causes certain conditions and ability to appraise future status.
6. Music and singing.
7. Discussions
8. Wildlife lore
9. Map making and reading—with orienteering
10. Morning inspirations and evening campfires (informal)
11. Story telling, legends, history
12. Cooking
13. Fishing
14. Collections—natural objects or collecting materials for creative crafts
15. Building outposts or other facilities for future trips, or carrying out a service of some kind to trails and campsites, i.e. new portages.

It is recognized that these accessory type activities would depend on the type of trip being taken, the age and capacity of the campers, as well as their general experience in camping.

Finally, the interest of those concerned with this aspect of camp programme must be focused on methods which will

permit the most desirable product from these activities. At the outset it should be clear that camper participation is of utmost importance. If experience resulting from the camper's effort is to be of greatest value, this aim must be pursued with patience and sincerity. Early in the preparation for specific activities within these categories a purpose for the particular experience should be defined. Exactly what will be the result of the enterprise and how can it best be accomplished? Of course, purpose and technique must be consistent with the policy of the camp. This requirement will involve the judgment of other staff members who will supplement the contribution of the direct participants — the campers.

At this stage motivation is important. Some campers will express an interest on their own. They will need little more than guidance in making proper preparation. Others will require assistance in overcoming a natural fear of the unexpected. This applies directly to tripping and perhaps only in a very minor way to campcraft. The danger here is that the immature counsellor may not understand the purpose of an outing away from camp and motivate campers falsely for his own benefit. The qualified trip director can avoid this situation by helping camp personnel to appreciate the scope and nature of these activities — the proper perspective for such activities.

It is a wise trip or campcraft director who permits some leeway in a specific project to allow for particular opportunities which may arise or for unforeseen difficulties. This does lend itself to creative thinking and decision, demanded by the nature of the situation. It must be added that the success of such technique is dependent upon previous experience at camp or in earlier lead-up activities.

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As we observed in discussing Mary S. Edgar's UNDER OPEN SKIES in the February issue, Jesus the Great Teacher chose the parable or story through which to tell His listeners about God and the good life. It has far more impact than talking in a general way about being kind or honest or brave. Imagination is a faculty that needs developing if we are to understand other people or see the challenge of life around us; it will prompt us to be warm and personal and creative about our Christian acts. Mrs. Kelsey's stories touch off that spark of imagination and give it direction. Do you remember reading in The Book of Knowledge as a youngster the various series of stories — The Book of Wonder, The Book of Golden Deeds — and how exciting some of them were? Maybe it is rather incongruous that, growing up in the middle of the prairies, I liked best to imagine myself as Grace Darling, staunchly rowing the rescue boat while the waves crashed about the lighthouse! The story made it urgent to me to learn how to manage a boat (I did so in Ontario a few years later!) and to learn first aid — to be prepared when the call should come. In this way, Mrs. Kelsey's stories are designed to arouse the imagination of young people to find the adventure in Christian living. Abingdon Press. (In Canada, G. R. Welsh & Co., Toronto.) $2 each.

OUTDOORS WITH PETE McGILLEN

He is unique in that he is Canada's only Outdoors Editor on a metropolitan daily; he is a Life Member of five, and Honorary Member of nine Rod and Gun Clubs of Ontario; he is the most widely quoted Outdoors writer in Canada, and a speaker who is booked in advance from one year's end to the other. All that and a book, too . . . one that gives invaluable snippets of information, written to hold the interest of the youngest camper and keep him or her abreast of naturelore times. Mr. McGillen tells of the dangers of snapping turtles and expounds on the bass, the pike and the salmon; through him his readers will learn why our parks should be protected, why a bear is Public Enemy No. 1, and why we should make it our business to know more about wild life management. The Ryerson Press, Toronto. $3.50.

HOW TO MAKE A MINIATURE ZOO

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The intriguing habits of fish, animals, birds and insects never cease to enthrall our small fry, to say nothing of their parents or counsellors, and it is on this premise that Mr. Brown uses his book to explain how to collect and manage all sorts of small live animals. Starting with the plan of the zoo, he offers six different kinds for inspiration, suggests perfection in its presentation, good care of its inhabitants, and, if possible, a display room housing no other exhibits or hobbies. 'This book can only start you out as a zoo keeper," he says. 'Patience, gentleness, study, and above all good habits of feeding and cleaning will gradually turn you into an experienced keeper who overcomes these difficulties'. Little, Brown & Co. (Canada), Limited, Toronto 16. $3.

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continued from page 14

Swimming pools should comply with the Provincial Regulations governing their construction and operation. Natural waters should meet generally accepted bacteriological standards, and be free of any significant local pollution.

Miscellaneous

Laundry operations must not be carried out in the natural waters about the camp. An active maintenance and good housekeeping programme is essential.

The use of fly sprays and screens is important in the fly control programme along with the control of any breeding grounds.

Summary

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All plans and purpose of the trip should be clearly outlined to the camp director. There should be a two-way confidence. Campers should be confident that they can carry through a proposed project well and the director of the camp should feel that the participants and the staff personnel of the trip will conduct themselves wisely. For example the director should know the route and overnight camping places; he should also know that the trip will not venture out in a severe storm in order to make a deadline.

Finally, it is good technique to evaluate the trip. Was the purpose of the trip well defined for this group of campers? Did each participant gain something truly significant? Was the method chosen for carrying out the project suitable? If done again how would it be improved? From the point of view of the counsellor and trip director there are these and other evaluations to be made in terms of knowledge gained of the camper. This latter should be recorded in confidential files. On future projects such information will be extremely valuable in providing a different experience which will meet a need defined by observations made in previous endeavours.

Perhaps some of us remember the story of a small girl who innocently annoyed her father who was intent upon reading the evening newspaper. He decided to occupy her by cutting up a map of the world that he found in a magazine, and challenging her to piece it together. This idea she promptly accepted. Soon, to his amazement, she returned with the task well done. "How did you ever do that?" he asked. "Oh", she replied, "It was easy. I saw a large picture of a boy on the other side and if you put the boy together right, the world comes out fine".

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continued from page 39

Life in the outdoors offers much to those who are eager to learn. Campers discover how comfortable a bed on the ground can be. They experience the joys of cooking on an open fire; they make toast over the coals and blend voices in companionship as their paddles carry them from lake to lake on canoe trips. They feel the thrill of trundling across a portage and perhaps meeting a deer or a porcupine on the way. Theirs is the opportunity to gain knowledge about a multitude of things; to pick out the patterns in the star-filled sky as they lie under it; how to identify plants and the various species of pine, birch and cedar — and which to use when building a fire; about the animals, birds and fish — the wildlife whose presence is ever apparent in most camps' surroundings. Through this direct contact with Nature's wonders, not a few are imbued with a genuine and lasting aesthetic appreciation.

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